

U. S. Rural Electrification Administration
3 ORGANIZATION OF AN EDUCATIONAL PROGRAM FOR MEMBERS ON
ELECTRIC USE AND COOPERATION

Some REA borrowers have asked that they be given suggestions on how a program of work for an educational committee might be organized and carried out. It is gratifying that so much interest is being shown in the organization and work of such a committee. The results should bring about an informed and active membership.

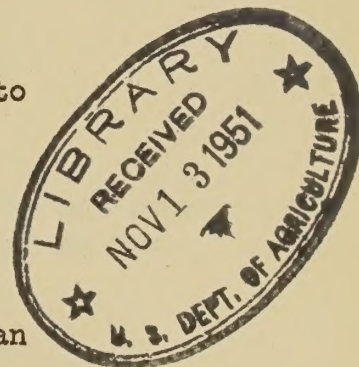
A volunteer educational committee for a cooperative can give valuable assistance in organizing and initiating a power use and cooperative education program to meet the needs of the members, and helping thereafter with its direction and execution. It can be a vital factor in assuring the success of the educational program.

Some of the advantages of such a committee are that it:

1. Provides a means for members to indicate the types of information they need to make effective use of electricity, and to understand the needs of the cooperative.
2. Provides a method for getting information to community groups.
3. Spreads the work load of the program.
4. Gives support to the co-op employees responsible for the program.
5. Helps in evaluating the effectiveness of the program.
6. Locates and develops member leadership.
7. Offers an opportunity for a large group of members to participate in the cooperative's affairs.

Objectives:

1. To organize a functioning educational committee as an integral part of the cooperative's organization.
2. To become familiar with the electric use and cooperative educational needs of the members. (As expressed by members through neighborhood groups.)



3. To develop and adapt annually a program to meet these needs.
4. To bring about coordination of educational activities of the cooperatives with those of other agencies working with rural groups.
5. To establish:
 - a. Goals
 - b. Ways to Reach Goals
 - c. Means to Measure Progress
6. To set up year's schedule of work, including appropriate meeting dates. (To avoid conflicts in dates.)

Members of Committee Will:

1. As a group, plan programs, keep informed on progress, and work with problems as encountered.
2. As individuals, serve as leaders in the county, and attend as many neighborhood meetings as practical.
3. Coordinate work between neighborhood committees and rural educational leaders and agencies (county and home agents, vocational homemaking and agriculture teachers, rural school officials, farm organizations and other local groups).
4. As county representatives, report on progress within counties to the electrification adviser and to the committee.

While cooperatives organize educational committees on power use and cooperative education in a number of ways, the following is offered as one approach:

1. The board of directors would pass a resolution approving the organization of an educational committee and appoint one or more of its members to serve on the committee.

3-Members of Committee Will: -- Cont'd.

2. The electrification adviser or manager would visit each county USDA Council within the service area of the cooperative, and after explaining the purpose of his visit, request that a man or a woman (possibly a husband and wife) as the circumstances indicate, be named for each neighborhood area served by the cooperative in the county.

The neighborhood leaders designated by the council, would be invited to attend a county meeting. This group of representatives at the county meeting would:

- a. Have explained to them the cooperative's plan for organizing an educational committee on power use and cooperative education for the purpose of developing and carrying out a program.
- b. Offer suggestions based on neighborhood needs, of the activities to be included in the year's program of the educational committee.
- c. Elect a man and a woman to membership on the cooperative's educational committee (one to serve 1 year and the other 2 years).
- d. Accept responsibility for organizing neighborhood committees of three or more, these to include both men and women.

It would be helpful at this county meeting if members of the county USDA Council were invited to attend. The electrification adviser, and, if at all possible, the manager, the president and the appointed board member also would attend each county meeting.

Co-op Educational Committee:

The educational committee will be called to its first meeting by the board member who by virtue of having been appointed by the board is its chairman. At this organizational meeting officers will be selected as appears desirable. A regular date for meetings will be held. While ordinarily it will

On the 1st of January 1880, the first of the new year, the weather was very cold and the wind was from the north. The snow was very deep and the ground was very hard. The people were very busy and the shops were very full. The children were very happy and the old people were very sad.

The first of the new year is a very important day for the people of the world. It is a day when the old year ends and the new year begins. It is a day when the people of the world are very busy and the shops are very full.

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4-Co-op Educational Committee: -- Cont'd.

be held in the headquarters of the cooperative, this may not be necessarily the case if several counties are served and if there are branch offices-- in other words, a rotational plan may have advantages.

The following is offered as suggestive of what might be done at the first or organizational meeting of the educational committee:

1. Provide a means (a luncheon, dinner or other) for getting acquainted.
2. Give each member a brief outline of the history, and interpretative financial statement, and the rate schedule of the cooperative. -Manager
3. A review of some of the special operating problems which show the lack of the member understanding for team work as reflected in extra operating costs, or an unduly high percentage of minimum users. -Manager
4. Problems affecting the agriculture in the area and the people in the area. -County Farm Agent, or District Agent, if several counties are served.
5. Status of other cooperatives in the area. -Rural Cooperative Leader.
6. Why of:
 - a. Educational Program (Objectives) -(Board Member or Manager)
 - b. Electrification Adviser (Duties)
 - c. Neighborhood Type of Organization
7. Reports from committee members:
 - a. Each attendant will contribute the information obtained from the county meeting and will list the county's educational needs on power use and cooperative education.
 - b. The group will decide which topics will receive **first attention**.

While it is recognized that all that is needed in the form of information and data will not be

The first of these is the fact that the University of Chicago is a private institution. This means that it is not subject to the same regulations as public universities. This is a significant factor in the development of the University's policies and procedures.

The second factor is the fact that the University of Chicago is a research institution. This means that it is primarily concerned with the advancement of knowledge through research. This is a significant factor in the development of the University's policies and procedures.

The third factor is the fact that the University of Chicago is a large institution. This means that it has a large number of students and faculty members. This is a significant factor in the development of the University's policies and procedures.

The fourth factor is the fact that the University of Chicago is a historic institution. This means that it has a long and distinguished history. This is a significant factor in the development of the University's policies and procedures.

The fifth factor is the fact that the University of Chicago is a leading institution. This means that it is one of the top universities in the world. This is a significant factor in the development of the University's policies and procedures.

The sixth factor is the fact that the University of Chicago is a diverse institution. This means that it has a wide range of programs and departments. This is a significant factor in the development of the University's policies and procedures.

The seventh factor is the fact that the University of Chicago is a collaborative institution. This means that it works closely with other universities and research institutions. This is a significant factor in the development of the University's policies and procedures.

The eighth factor is the fact that the University of Chicago is a community institution. This means that it is committed to the service of the community. This is a significant factor in the development of the University's policies and procedures.

The ninth factor is the fact that the University of Chicago is a global institution. This means that it has a worldwide presence. This is a significant factor in the development of the University's policies and procedures.

The tenth factor is the fact that the University of Chicago is a dynamic institution. This means that it is constantly evolving and adapting to the changing world. This is a significant factor in the development of the University's policies and procedures.

The eleventh factor is the fact that the University of Chicago is a prestigious institution. This means that it is highly respected and admired. This is a significant factor in the development of the University's policies and procedures.

The twelfth factor is the fact that the University of Chicago is a unique institution. This means that it has a distinctive character and identity. This is a significant factor in the development of the University's policies and procedures.

available--surveys, neighborhood canvasses, questionnaires and all other means, particularly accumulated experience, will eventually yield this.

The discussion may be led by the chairman or other designated person.

8. Outline years program based primarily on activities suggested by the neighborhood representatives in the different counties.
9. Explain the work of the advisory committee (explanatory note end of outline) so that proper coordination of the work will be attained in the county.
10. Decide on what is to be done, how it will be done, and who will do it.
11. Organize as a committee choosing whatever officers appear desirable.
12. Arrange schedule for regular meetings, with program arranged for next one--possibly sub-committee to arrange details.

(Each co-op education committee member should be supplied with a packet of material to be used in notifying neighborhood committee members of meeting dates. This packet should contain mimeographed notices, and stamped or pre-paid postage envelopes.)

Neighborhood Committees:

After the first meeting of the co-op education committee the individual county members will assist in organizing neighborhood committees consisting of a chairman and two members. Their first meeting should be a planning one. At this meeting projects and subjects that will be included in the year's program of work would be discussed and arrangements made for carrying them out.

6-Neighborhood Committees: -- Cont'd.

Neighborhood committees will be responsible for:

1. Assisting in gathering information and determining the basic needs of the cooperative members.
2. Assisting the members to understand their cooperative--how it functions--and in obtaining and using electricity effectively and efficiently.
3. Neighborhood committee chairmen will be provided literature, materials and supplies to use in notifying the members of meetings and other pertinent facts.

Suggested outline for the initial neighborhood meeting:

1. Explain the program of the educational committee.
2. Summarize the county meeting which neighborhood representatives attended.
3. Elect from those present a neighborhood committee of three.
4. Decide on a meeting time and place for meetings, and arrange for next one.
5. Present one phase of a subject on cooperation or the use of electricity (a filmstrip, short movie or demonstration).

The neighborhood representatives will meet once a year in a county meeting. At this meeting the neighborhood groups will elect one or more members to serve on the cooperative's educational committee.

Advisory Committee:

Basic, and as part of the over-all organization, an advisory committee is necessary for an effective program. This committee consisting of a board member, county Extension Service, Soil Conservation, Production Marketing, Farm Credit and other professional agricultural workers, representative rural vocational homemaking and agriculture teachers, rural school and cooperative officials, other related rural leaders--manager and electrification adviser, and possibly the president--can be of inestimable value

and help. Once a program were developed by the power use and member education committee, it would be submitted for review at a meeting (probably a luncheon or dinner meeting--meal provided by cooperative) of the advisory committee. Only two or three meetings of the advisory committee would be held annually.

This committee would:

1. Advise in scheduling neighborhood meetings.
2. Coordinate program with those of other agencies.
3. Make suggestions for additions and revisions of proposed program.
4. Offer suggestions on methods and techniques.
5. Suggest means for evaluating progress.

In summary, the advisory committee will aim at contributing suggestions in coordinating the cooperative's electric use and cooperative educational program to assure its completeness (based on members' needs), workability, adequacy and effectiveness.

ORGANIZATIONAL CHART

CO-OP EDUCATIONAL COMMITTEE

